

State Board of Education

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FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart
Commissioner of Education

December 29, 2015

Jane Mahler
Sarasota County School District
1960 Landings Blvd.
Sarasota, FL 34231

Dear Ms. Mahler:

We are pleased to inform you that the Sarasota County 2015-16 LEA Parental Involvement Policy/Plan meets all of the requirements outlined in Section 1118 of the Elementary and Secondary Education Act.

Please be reminded that the LEA is required to share the contents of the parental involvement policy with parents of children participating in the Title I program. The information must be provided in an understandable and uniform format, including alternative formats upon request.

If you have questions or need additional information, please contact Tony Graham via email at Tony.Graham@fldoe.org, or by telephone at 850-245-9893.

Sincerely,


Sonya G. Morris

SGM/tog

SONYA G. MORRIS, CHIEF
BUREAU OF FEDERAL EDUCATIONAL PROGRAMS

SARASOTA Title I, Part A Parental Involvement Plan

I, Lori White, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

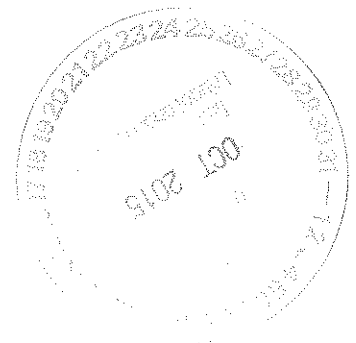
- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Lori White

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed






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2015-2016 LEA Parental Involvement Adoption Page

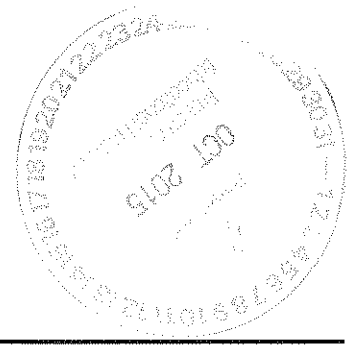
LEA or District Name:

Sarasota

This policy was adopted by the LEA on 08/15/2015 and will be in effect for the period of one year through 06/30/2015. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before 08/24/2015.

 8/15/15
(Signature of Title I Authorized Representative) (Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the previous year PIP.

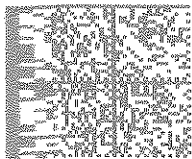




SARASOTA COUNTY SCHOOLS

Pupil Support Services *State Federal Projects*

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Tony O. Graham

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Florida Department of Education

Bureau of Federal Educational Programs

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SARASOTA Title I, Part A Parental Involvement Plan

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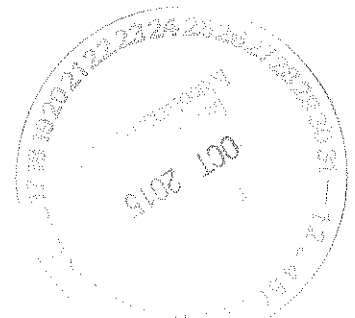
- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Lori White

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)


Date Signed





Pam Stewart
Commissioner of Education

LEA or District Name:

 8/15/15
(Signature of Title I Authorized Representative) (Date)

SARASOTA Title I, Part A Parental Involvement Plan

I, Lori White, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- The LEA will incorporate this LEA-wide parental involvement policy into its LEA Plan developed under Section 1112 of the ESEA;
- In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- If the LEA Plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE;
- The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools, after equitable provisions have been provided to participating private schools;
- The LEA will be governed by the statutory definition of "parental involvement" defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and

Signature of Superintendent or Designee

(Note: If this certification is signed by a designee, then the letter authorizing this person to sign in place of the Superintendent must be included with this request.)

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The Parent Involvement Mission is to:

Engage parents in the decision making process at the school and district level in their children's education by providing opportunities to involve parents in school activities and

curriculum based workshops,

Help parents understand that they can play a major role in the academic achievement of their children,

Build positive relationships with parents by increasing communication between school and parents,

Empower parents to assist their children at home, and

Increase parental awareness of resources and services available to assist in their children's academic achievement.

Involvement of Parents

Describe the actions the LEA will take to involve parents in the following required policies/plans:

- LEA-wide parental involvement policy (PIP)[Section 1118(a)(2)];
- LEA plan [Sections 1112 (c)(H), 1112(d)(1)]; -and
- How the funds reserved for parental involvement will be spent [Section 1118(a)(2)].

Response: The parent involvement team at each Title I school may consist of parent volunteers and of SAC (School Advisory Council) members. All parents are invited to assist in the development and approval of the School Improvement Plan (SIP) through the SAC and parent involvement committees. Information is sent home to parents in their home language, and a message is posted on the marquee and the schools newsletter, inviting parents to join in the SIP preparation and approval. SAC is the avenue for input and discussion of the SIP. Team meetings are facilitated by the Parental Involvement Facilitator with the assistance of the ESOL Parent Liaison. Any changes to the PIP suggested by the parents are discussed and agreed upon by the team. Agendas and sign-in-sheets are used and minutes recorded for all meetings to ensure documentation of all parental input.

The ESOL Liaison works with non-English speaking parents to make sure that they understand the Parental Involvement Plan (PIP). The PIP is translated into Spanish, the predominant second language of the District and four other languages. The district Parental Involvement Facilitator and the ESOL Parent Liaison work collaboratively at the PI meetings to ensure that parents understand the PIP and have the ability to provide input.

The district Title I PI Facilitator took the district 2014-15 PI Plan before the Title I schools PI Committees/SAC for review and recommendations. At the school PI committee/SAC meetings, parents reviewed and evaluated the 2014-15 PI Plan, reviewed the annual evaluation of the PI Plan, and made revisions to be included in the 2015-2016 plan.

Examples of parent suggestions include ConnectEd messages in home languages, mailings and newsletters; add weekly emails to school community; all Title I schools were invited to participate in the PI Plan review; spell out and define HIPPY, VPK, PTO and FDLRS; have a checklist for parents when coming to parent conferences; request that teachers be more knowledgeable about Title I rules and regulations; parents do not take advantage of the available resources; great idea to have a Parent Resource Center in the schools and parent involvement teams at more schools; have meetings at later time for working parents (district has PI meetings at a variety of times); more visibility of parents on campus for student support and not just disciplinary (parent are encouraged to visit the campus as part of the FBI, Fathers Being Involved program); parents want more understanding of the 1% set aside that is sent to school for PI activities (the district ensures parents are consulted regarding use of the Title I 1% set aside). School PI committee members agreed that more information should be provided to teachers and parents on these topics and that parents could co-facilitate school staff PI trainings, and the PI Plan was revised to reflect these changes.

In addition, a pamphlet, "Title I Programs: Educating our Children 2015-16," containing information about Title I resources and requirements was created by the District's Title I Parent Involvement team and distributed to all Title I parents and teachers.

The Title I school Parent Involvement Committee is convened to determine allocation of parent involvement dollars at the school level and to revise the Parent-Teacher-Student Compact.

The Title I PI Facilitator invited all Title I schools to participate in the review of the District PI Plan. They were in agreement for the entire 1% PI set-aside to be allocated to the Title I schools. In addition, the district uses Title I funds for a PI Facilitator and to partner with local agencies to provide PI training at local events. Title I PI funds are used to create and maintain Parent Resource Centers at each school, to purchase instructional materials for the Centers that will be used for parent training, to contract qualified individuals to train parents to work with their children, and to hire teachers to present parent trainings and workshops in a variety of subjects after hours such as technology training, math and reading workshops. Additional Title I funds are reserved to employ a district PI Facilitator, who assists and provides support for the schools' PI activities as well as coordinates communication between the schools and district office. The Title I funds are used to create a Title I Brochure for Title I schools and to provide transportation, translation equipment and services, childcare, technical assistance, and informational materials for distribution to parents. The Title I Brochure is printed in English and in the five most predominate foreign languages in the district. Title I partners with two community organizations, "Hope Kids Community" and the North Port Social Services. Both organizations provide Back-to-School Fairs for low socio-economic and homeless families. Title I provides parent workshops and educational materials at the Back-to-School Fairs held at nine locations by these two organizations.

The draft District Improvement and Assistance Plan (DIAP) was disseminated and provided for review to other stakeholder groups, including parents and community members. In addition, each year district staff conducts an orientation and training at the beginning of the school year to help parents understand how they can fully participate as SAC (School Advisory Council) members. The Title I PI Facilitator will continue to work with school SAC members as they complete their School Improvement Plan (SIP). The district does not have any D or F schools and is not required to complete a DIAP.

Technical Assistance

Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIP to ensure compliance with all requirements of Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Response: At the first quarterly Title I Principals' meeting, information was presented about resources and requirements for holding the Title I annual meeting and use of the Parent-School-Student Compact. At this meeting, Title I principals are asked to share ideas on parent involvement and student achievement with each other. At subsequent Title I Principals' meetings, information is dispersed on Title I updates and on new PI ideas. The district distributes all of the 1% required Parent Involvement set aside directly to the schools so they can implement these parent involvement activities. The district sets aside additional PI funds for a Title I PI Facilitator, for collaboration with community agencies providing back-to-school fairs for low socio-economic and homeless families, for a Title I Brochure and other district Title I PI activities.

Technical assistance meetings are provided each school year for all Title I Principals to support schools in their review of current FCAT 2.0 or FSA data, i-Ready data and the development and implementation of their Title I Parent Involvement School plans. The school-level PI Plans are then submitted to the District Title I office for final review and approval. All school PI Plans will be reviewed, corrected and approved by September 18.

At the start of school year, the Title I office also provides individual technical assistance to each Title I school to assist with PI Plan preparations and to ensure that requirements are met for the School Improvement Plan, Parent Involvement Plan, Student-Parent-School Compacts and Title I annual meeting.

At the beginning of the school year, Title I partners with two community agencies to provide parent trainings and printed materials at five different community events held to assist low socio-economic and homeless families.

Title I parents, school staff, and SAC team members are provided with information on and encouraged to attend regional, district, and state sponsored workshops, training sessions and conferences designed to support parent involvement and strengthen student academic achievement.

Each Title I school has a parent involvement coordinator who collaborates during the year with the district Parent Involvement Facilitator to implement activities, conduct parent meetings and to provide parent involvement information for PTA meetings, Booster meetings, Title I Annual meetings, and SAC meetings as requested by the principal.

The district Title I PI Facilitator reviews the school PI Plan form with the new Title I school principals. The Title I PI Facilitator reviews the completed school PIP forms in time to meet all state requirements and to ensure compliance with all requirements of Section 1118.

The Title I PI Facilitator provides support to Title I schools on building capacity of family engagement to support student achievement throughout the year. The Title I PI Facilitator attends school PI trainings and provides resources for those trainings and is available to assist with presentations for the Title I Annual Meetings.

Coordination and Integration

Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Title I, Part C, Title I, Part D of Title I, Title III, and Title IV, Part A) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

count	Program	Coordination
1	HIPPY, Head Start, Early Learning Coalition, VPK and FDLRS	Representatives are invited to a community event as exhibitors or presenters that is sponsored by a district partner and at which the district provides parent training and materials. Each agency collaborates with the school district to provide parents with literature about their programs, parent involvement and student achievement. The Title I grant collaborates with local faith-based organizations in their Back-to-School events for low socio-economic and homeless families by providing parenting materials and training workshops. The district PI Facilitator was invited to integrate PI strategies with HIPPY parents. A presentation on volunteering and parent-teacher conferences was presented to parents in English and Spanish. An English and Spanish pamphlet, "Parents' Important Roles in Their Child's Success in School," was also distributed to parents of students who are entering Kindergarten.
2	Title III, English Language Acquisition	The Parent Involvement Facilitator and the ESOL Parent Outreach Facilitator work in partnership to provide parent involvement activities with ESOL families. Feedback from these activities will be used to improve future activities. The Title I PI and ESOL Family Outreach Facilitators also team together to develop and implement ideas for family engagement.

Annual Evaluation

Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the academic quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Response: Before the close of school, the District Title I office will conduct, with the involvement of school SAC and PTO/PTA volunteers, parents and stakeholders, an annual evaluation of the content and effectiveness of the Title I PI Plan in improving the quality of Title I schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with attention to parents who are economically disadvantaged, have special needs, have limited English proficiency or limited literacy. The district PI Facilitator will use the findings of the survey evaluation to design strategies for more effective parent involvement and improve the PI Plan. The school PI Plans will be reviewed for participation trends.

Participation in the collaboration with community agencies to provide parent training

opportunities was considered more successful than the Title I office organizing the event alone. The Title I office will collaborate with two community organizations who will host five Back-to-School Fairs in which Title I will provide information and training. These community organizations provide services such as dental, medical, cosmetic and photo services. The Title I office sponsored parent training workshops at the Back-to-School Fair events, which were well attended and well received. The community partners request these workshops from the Title I office due to the very positive response from parents.

The Title I PI evaluation will take the following data into account:

- * Feedback from SAC and school family engagement committees
- * Feedback from each school's parent involvement coordinator and ESOL Liaison
- * Parent Involvement survey results
- * Any barrier identified as a result of the survey
- * School activity attendance records

Building Capacity

If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	The district PI Facilitator and other district staff will assist the schools in developing academic workshops based upon FSA in reading and math for Title I parents. FSA training workshops for parents are held at every school.	District PI Facilitator and district staff	The District will build the schools' and parents' capacity for strong, effective parental involvement and will support a partnership among the schools, parents, and community to improve student academic achievement.	throughout school year	Surveys, sign-in sheets, minutes.
2	During the year, Title I district staff will work with school staff on additional school-based parent involvement activities. This will allow the schools autonomy while allowing the district to monitor and assist.	Title I Principals; school teachers; school PI contact; District PI Facilitator and district staff	Will increase early literacy, print concepts and family involvement with families and students	throughout school year	Reading scores from teacher generated tests; FAIR scores
3	ESOL Night	ESOL Liaison	Assist non-English speaking parents with reading strategies and math concepts and provide direct support for parents and students	Monthly throughout the school year	Sign-in Sheets, minutes and surveys

4	Title I PI parent training in partnership with community agencies' Back to School events; educational sessions to improve parenting skills and showcase community and school district programs with an emphasis on PI.	District PI Facilitator and district staff; PI team & community partners	Title I will build the schools' and parents' capacity for strong, effective parental involvement and will support a partnership among the schools, parents, and community to improve student academic achievement by providing this activity.	August	Number of attendees, sign-in sheets, session surveys, community participation
5	Family Involvement Conference - This conference is sponsored by a collaboration of districts. Funds for parents to attend the conferences will be provided by the district.	Title I PI Facilitator, school PI contacts	Parents and school personnel to attend training sessions offering effective parenting strategies and tools to improve student achievement and strengthen parent involvement.	throughout school year	Number of parents attending, evaluation sheets
6	Community Engagement Coordinator from Sarasota County Library System presents at community events and at Title I schools. Library resource and service information is shared, including a free online language learning program for non-English speaking parents called Mango.	Title I PI Facilitator, school PI contacts	Title I funds will be used to build the schools' and parents' capacity for strong, effective parental involvement and will support a partnership among the schools, parents, and community to improve student academic achievement	Spring	Survey county libraries for increased usage
7	District PI Facilitator meets with the Community Engagement Coordinator from the Sarasota County Library System in January. A copy of each Title I school's PI Plan and the District PI Plan is placed at each school's designated library.	Title I PI Facilitator	PI Plan for each Title I school is placed in neighborhood libraries for parents' knowledge of programs and activities.	January to June	Sign-in sheets
8	8 Parent Resource Center includes the Title I PI notebook for each Title I school, community resources, school information, literature for parents to check out, and the school and District PI plan. Information about the Mango Program is also include. Mango is a free program through the library syst	Title I PI Facilitator, school PI contacts	Providing non-English speaking parents with a free resource for improving their English skills and ultimately helps them to better assist their children with their homework and better understand their child's teacher.	January to June	Sign-in sheets

Staff Training

Describe the professional development activities the LEA will provide, with the assistance of the schools and parents, to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	"Parent – Teacher Conference" training	Title I Principals; district Title I office	Staff learns value of parental involvement. Increased parent involvement and meaningful and productive communication between parents and the schools.	throughout school year	Agenda, sign-in sheets
2	Title I Brochure to provide Title I information	Title I office prepared booklet for staff & parents	School staff will improve knowledge of Title I activities and resources	first quarter	Copy of Title I Brochure distributed to all Title I parents and staff at Title I schools
3	PI Notebook for Parent Resource Centers	Title I Office & PI Facilitator	Serve as a guide and information resource for the target audience. The notebook will include sections on parent involvement, the Parents' Right-to-Know, the Parent-Student -- Teacher Compact, and other Title I information.	updated in Fall during national PI month	Copy on file in Parent Resource Center at each school; sign-in sheets
4	Parent Resource Centers at each school	School PI contact	Staff also uses resources and builds connections with parents.	throughout school year	Sign-in sheets
5	School PI contact at each school	District PI Facilitator	Cooperation and assistance for PI program at each school	throughout school year	Agendas, sign-in sheets
6	District Title I office prepared nine staff training modules based on the four elements of PI (from FDOE material) which are used at schools during staff meetings or for individual training.	Title I principals and district office	Increases understanding of parent/school relationship; training on how to relate and connect with parents.	Sept. to March	Sign in sheets and evaluations; greater teacher & staff effectiveness at engaging parents
7	District PI Facilitator conducted a training, "Duties of the PI School Contact" for several Title I schools.	District PI Facilitator	Increase understanding of the PI Contact person.	Fall	Agendas and sign-in sheets

Communication and Accessibility

Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports,

and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: The District will partner with several community organizations to provide parental involvement training and information on a variety of topics. These community organizations have activities for students and families that attract a large turnout. The school district will partner with these organizations at five different locations and events and present parent training to increase student achievement. These partnerships will enable the district to reach many more families.

The community partners are:

1. Hope Kids Community - Utilize local faith-based locations to conduct a one-day Back-to-School Fair for homeless and low socio-economic families in the district at eight different locations. They provide haircuts, dental/medical care, backpacks, school supplies, personal supplies, gift cards for shoes and clothes and opportunities to connect with other family resources. Translators and interpretation equipment are provided for Spanish parents. The eight locations are: Church of the Palms, Church of the Redeemer, Sarasota Baptist Church, South Shore Community Church, Brookside Middle School (co-hosted by The South Church), Covenant Life, Grace Church, and Trinity United Methodist Church. Childcare was requested for one of the sites and paid for by the Title I grant for parents who attend the Title I PI workshop at the requested site.

2. City of North Port Social Services Division and community partners - A Back-to-School Resource Fair - provide physical exams, school supplies, backpacks, bicycle helmets and family-friendly activities for all North Port families in need of services. Childcare is provided by the Title I grant for parents who attend the Title I PI workshop at this event.

The Title I brochure is created annually by the Title I office to educate and inform parents and school staff about what it means to be a Title I school and the resources available at a Title I school. It is translated into Spanish, Russian, Ukrainian, Haitian Creole and Vietnamese, the five predominant foreign languages of the district. It is distributed to all families and teachers in the Title I schools. The Title I Brochure has been well received by parents and schools as a valuable resource and has been shared with other districts as well. The district PI Facilitator attends school activities and monitors that communication is conducted in the language spoken by the parents.

Meetings will be held at a variety of times and locations that are ADA (Adult with Disabilities Act) compliant in order to allow more parents to have the opportunity to attend. Every school has access to a translator to assist at meetings and parent conferences and to translate printed material, if needed.

Title I schools provide parent involvement activities for all Title I parents, including parents with limited English proficiency, disabilities, and migratory children. The information in the PI Plan is translated into languages parents can understand. A variety of media format is used to get the information out to parents. The local media network includes: newspapers, local education channel, school marquees, and school

newspapers. All parent activity locations are handicap accessible.

The district Title I PI Facilitator and ESOL Parent Outreach Facilitator have partnered to develop and offer parent workshops, trainings and parent involvement activities in the native languages of parents with children attending Title I schools. Activities are scheduled at a variety of times to accommodate parents' work schedules.

To increase parental involvement, transportation, childcare and food are provided for most parent involvement activities.

Title I schools use Title I funds to provide training for parents using the district Educational Solution Development (ESD) Parent-Student Grade Portal, which parents may use for access to students' class scores for tests, assignments, homework and employability skills along with attendance and class schedules on a real time basis.

Teachers are encouraged to conduct home visits in an effort to foster communication and parent participation and input from all parents. Social workers conduct most home visits but teachers also conduct home visits as well.

Discretionary Activities

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)]. Check here if the LEA does not plan to implement the discretionary parental involvement activities. Check all activities the LEA plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];	The District Title I office partners with several community organizations to provide parental involvement training and information on a variety of topics at community events.	Title I PI Facilitator, PI Institute committee, which includes parents	Sessions are offered in a variety of topics to provide useful information for parents to improve parenting skills and to assist in their child's education.	July/August
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	ESOL Family Nights - Parents build relationships with other parents to encourage participation. Translated invitations are sent home. ConnectEd phone calls	District Title I PI Facilitator & ESOL Parent Liaison	Informed and educated parents of all ethnicities can assist in the achievement of students	Through-out the year

		are made in their native language.			
3	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Teachers are trained on how to effectively conduct parent-teacher conferences and in-home visits.	Title I principals, staff and teachers	Research shows that higher parent participation increases student achievement. Schools report more parents attend parent-teacher conferences on campus than ever before.	Ongoing

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Provide a summary of the activities offered to help build the capacity of parents improve their children academic achievement [Section 1118(e)(1-2)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	FSA/EOC parent trainings at every school; help develop FSS- based workshops for Title I parents.	13	360	The District will build the schools' and parents' capacity for strong, effective parental involvement and will support a partnership among the schools, parents, and community to improve student academic achievement
2	Title I district staff work with school staff on additional school-based PI activities.	13	75	Will increase early literacy, print concepts and family involvement with families and students
3	ESOL Family Nights	13	160	Assist non-English speaking parents with reading strategies and math concepts and provide direct support for parents and students
4	Title I partners with community agencies to provide educational sessions to improve parent skills.	5	1300	The District Title I funds will be used to build the schools' and parents' capacity for strong, effective parental involvement and will support a partnership among the schools, parents, and community to improve student academic achievement by providing this activity.
5	Summer Skills program – provide materials and train parents to work with students over the summer.	8	750	Assist students to maintain academic skills and improve parent involvement
6	Maintain Parent Resource Center at each school	13	95	Encourage parents to be aware of what is going on in their child's education.
7	Title I Brochure	1	9500	Educate family, school staff and community on Title I resources.
8	Brochure - Homework Lessons for Parents	1	2000	Strategies to help parents support their childrens' schoolwork/homework.

Staff Training Summary

Provide a summary of the professional development activities provided by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118(e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	"Parent – Teacher Conference" training	7	130	Staff learns value of PI, increased parent involvement and meaningful and productive communication between parents and the schools.

2	Title I Brochure to provide Title I information	1	650	School staff will improve knowledge of Title I activities and resources.
3	PI Notebook for Parent Resource Ctrs	13	75	Serve as a guide and information resource for the target audience. The notebook will include sections on parent involvement, the Parents-Right-to-Know, the Student-Parent-Teacher Compact and other Title I information.
4	Parent Resource Center	13	125	Staff also uses resources and builds connections with parents.
5	Positive Behavior Support and Collaborative Learning	5	150	Staff reward positive behavior and encourages parents to continue this model at home. The goal is for parents to understand that positive behavior plays a major role in student achievement.
6	Ruby Payne – a Framework for Understanding Poverty Training	2	80	Information and education on the diverse population of our families; connects parents, students and staff.
7	District Title I office prepared nine staff training modules based on the four elements of PI	4	175	Increases understanding of parent/school relationship; training on how to relate and connect with parents.
8	District Title I office offered PI training to PI contacts at each Title I school	1	7	Provide knowledge of PI information for school PI contacts to build connections and provide resources for staff members

Private School Summary

Provide a summary of the parental involvement activities provided for private schools implementing a Title I, Part A program [Section 1120(a)(1)]

count	Content and Type of Activity	Number of Participants	Schools Participating	Anticipated Impact on Student Achievement
1	Summer Skills program-provide materials and train parents to work with students over the summer.	45	St Martha, Epiphany, Beyond the Spectrum, Incarnation, Dreams Are Free, SCA, Englewood & Agape	Parents will be made aware of ways to help improve student achievement. Parents will use required volunteer hours to attend PI activities.
2	All staff and parents were invited to attend a P I conference by Alliance for Family Engagement	80	St Martha, Epiphany, Beyond the Spectrum, Incarnation, Dreams Are Free, SCA, Englewood & Agape	Parents and staff will be made aware of Title I resources and ways to help improve student achievement.
3	Title I PI Facilitator creates PI notebook for each private school receiving Title I services.	8	St Martha, Epiphany, Beyond the Spectrum, Incarnation, Dreams Are Free, SCA, Englewood & Agape	Serves as a guide and information resource for the private school parents.

Barriers

Describe the barriers which hindered participation by parents in parental involvement activities during the previous school year. Include the steps the LEA will take during the upcoming school year to overcome

the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(2)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	During meetings with the Parent Involvement committees at the schools and in responses to the PI survey, parents mentioned language, lack of childcare, work conflict, parent class schedules, illness and transportation as barriers to participation.	Title I schools have annual meetings, offer numerous trainings to assist parents, include parents in the development and review of the district PIP and send a copy of the PIP summary to every parent in the district.
2	Lack of transportation: in most cases, public transportation is provided but inconvenient bus schedules and other causes discourage them from using this transportation.	Title I schools offer activities and information in a variety of modalities and locations to serve the widest range of needs possible.
3	Limited education: parents with limited schooling or bad personal experiences with educational organizations may not be interested in PI opportunities	Title I schools make use of home visits and offer information and encouragement to parents on how to build relationships. Language classes are offered to improve English proficiency.
4	Employment: parents' conflicting work schedules interfere with their ability to be involved in their children's education. They realize that education is important but the need to keep the family financially stable is greater.	Parent Involvement activities are offered at a variety of times and locations to encourage parent participation.
5	Lack of interpretation services or cultural barriers: parents do not feel comfortable conversing in English or their culture discourages interactions with educators.	Translation and interpreters are provided to ensure parents receive communication in their native language.
6	Childcare: parents do not have childcare for younger children and cannot bring their children to the meetings.	Childcare is provided for most parent involvement activities.
7	Intimidation: parents are afraid to venture out of their "circle."	The district encourages home visits, phone calls, one-on-one conferences and networking with other parents with similar needs and interests.

Best Practices (Optional)

Describe the parental involvement activity/strategy implemented during the previous school year that the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Effective Communication	Title I Brochure-assist and inform parents, school staff and community
2	Building Capacity of Parents	Summer Skills Program-provide materials and train parents to assist child to retain skills over the summer.
3	Building Capacity of Parents	Parent Academy – Families attend series of lectures about effective parenting strategies, school policies and procedures, FSA, and more presented by school administrators, community resource members and other high interest people.
4	Building Capacity of Parents	Frog Family Fun-Packs – Phonics-based materials purchased for parents to use with their child to increase fluency and comprehension.